DOCUMENT RESUME

ED 033 490 EC 004 500

AUTHOR Means, Howard, Ed.; Hammett, Ron, Ed.
TITLE Rehabilitation Programs in the Public Schools; A Handbook for Counselors and Supervisors.
INSTITUTION Office of Education (DHEW), Washington, D.C.; Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date Aug 68
Note 77p.

EDRS Price EDRS Price MF-$0.50 HC-$3.95
Descriptors Administration, Administrative Personnel, Agency Role, Cooperative Programs, Educable Mentally Handicapped, *Exceptional Child Services, Expenditures, Job Placement, Junior High School Students, *Mentally Handicapped, Physically Handicapped, Program Budgeting, Staff Role, Student Evaluation, *Vocational Education, *Vocational Rehabilitation, Work Experience Programs, *Work Study Programs

Abstract

The work experience program of the Department of Vocational Rehabilitation, which provides vocational, educational, and social experiences for mentally handicapped adolescents while they are still in the school setting, is described. Information is given on the Department's responsibilities, on methods used to bridge the gap between the student's school experiences and gainful work experiences, and on ways to assist in the evaluation of the student's potential and to bring ancillary services to the student which schools cannot provide. Program funding, administrative structure, guidelines for implementing the program, and descriptions of the in-school work experience program, the physically disabled program, and the junior high program are outlined. An appendix provides samples of a proposed budget, office supply list, group counseling topics, and other information on program provisions. (WW)

ED033490

REHABILITATION PROGRAMS

IN THE PUBLIC SCHOOLS

Cooperative Work Experience Programs Involving The Department of Vocational Rehabilitation, The Department of Education, and the local School District, or Intermediary Education District

A Handbook for Counselors and Supervisors

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Written by the Staffs
of the Eastmont and Lane County Programs

Edited By

Howard Means and Ron Hammett

Revised August 1968

The Department of Vocational Rehabilitation

EC004 500E

TABLE OF CONTENTS

Section	Title	Page
I	INTRODUCTION	1
1.1	What is the Work Experience Program?	1
1.2	Objectives of Program	2
1.3	The Client	2
1.4	Role of the Department	4
1.5	Role of the School	4
II	FUNDING	6
2.1	Third Party Agreements	6
2.2	Budget Requirements	8
2.3	School Financial Reporting	12
III	ADMINISTRATION	14
3.1	Staffing	14
3.2	Caseload Size	14
3.3	Case Files	15
3.4	Staff In-Service Training	16
3.5	Program Evaluation	17
IV	IMPLEMENTING THE PROGRAM	18
4.1	Rehabilitation Counselor	18
4.2	Special Education Teacher	19
4.3	Social Worker	19
4.4	Job Development Specialist	20
4.5	Work Experience Coordinator	21
4.6	Other Professionals	22
4.7	Integrating the Program into the School Structure	22
4.8	The Team	23
4.9	Problem Areas	24
4.9.1	Training vs. Employment	25
4.9.2	Pay vs. Non Pay	25
4.9.3	Priority of Services	27
4.9.4	Rotation of Training Placements	27
4.9.5	Student Readiness for Community Placement	27
4.9.6	Student Incentives and Goals	27
4.9.7	Student Mobility	28
V	THE COMMUNITY WORK PROGRAM	30
5.1	Testing and Evaluation	30
5.2	Medical and Psychological Consultation	31
5.3	Medical Services	32
5.4	Curriculum	32
5.5	Employer Contacts	33
5.6	Training the Employer and Job Supervisor	33
5.7	Supervising the Student on the Job	34
5.8	Case Staffings	36
5.9	Insurance Coverage	37

TABLE OF CONTENTS (Cont.)

5.10	Bureau of Labor Requirements	38
5.11	Working with the Unions	39
5.12	Utilizing Community Agency Services	40
5.13	Using Group Counseling	40
5.14	Student Transportation	41
5.15	Student Dropouts	42
5.16	Follow-Up Services	42
5.17	Recreational Programs	42
5.18	Permanent Job Placement	43
5.19	Administrative Reports	43
VI.	IN-SCHOOL WORK EXPERIENCE PROGRAM	45
6.1	DVR and School Responsibilities	45
6.2	Types of Placements	45
VII	PHYSICALLY DISABLED PROGRAM	47
7.1	Developing the Caseload	47
7.2	Priority of Cases	48
VIII	JUNIOR HIGH SCHOOL PROGRAM	50
8.1	How Much DVR Involvement?	50
8.2	Preparing the Student for High School	51
8.3	DVR Casework	51
	APPENDIX	
A	Cooperative Agreements	
B	Sample Budget	
C	School Intent Letter (sample)	
D	Certification of Funds Form	
E	Office Supply List	
F	Mileage Report Form	
G	Samples of Working Forms	
H	Group Counseling Topics	
I	Wage and Hour Commission Regulations	
J	Regulations for Trainee Program in Public Schools	
K	Benefits for Injured Trainees	
L	Labor and Industries Benefits for MR Minors Injured in Special Education Training Program	

Section I

INTRODUCTION

The Department of Vocational Rehabilitation has been engaged with public schools in cooperative work experience programs. These have been conducted on an experimental basis in several school districts. Experience to date has shown that this is an effective way of working with the mentally retarded in the school setting. It may also be an effective method to use with the student experiencing low achievement due to social and behavioral problems. As a result of the success of these initial programs, new programs in other school districts have been developed, and it would appear that similar programs will eventually be developed in most of the major school districts of the state. These new programs will result in the need for new staff members within the Department. With the advent of new staff and new programs, the need becomes apparent for a document to outline the objectives and procedures of the work experience program as viewed by the Department.

This manual is designed to serve as a guide for supervisors, counselors, and other staff members who will be working with this program. It is not a policy guide. Any questions concerning departmental policy should be referred to the regular policy manuals.

Section 1.1 What is the Work Experience Program?

The Department of Vocational Rehabilitation-Public School Cooperative work experience program is a total life adjustment program designed to utilize the educational, vocational, and social structure of the community as a laboratory in which to train students to become independently functioning adults.

Section 1.2 Objectives of Program

The goals of this program as viewed by the Department are as follows:

1. To begin the continuum of vocational rehabilitation earlier in the life experiences of handicapped persons.

2. To develop understanding of the fact that through education and training the handicapped child can become a more competent individual.

3. To utilize work as a developmental experience as related to the individual needs of the student and not as a direct means to employment.

4. To change the traditional school curriculum to one which meets the needs of the individual student.

5. To appraise continuously the developmental level of the student and to adjust the program to meet his special needs.

6. To assess and improve the health and physical capacities of the student as indicated.

7. To help the student develop social competence and the ability to manage his leisure time.

8. To help the student to adjust to the working world through the use of a number of varied and developmental work experiences.

9. To develop methods of assessing and re-assessing the educational, intellectual, interest, and maturity levels of each student.

10. To provide employment and follow-up services to each student to help him bridge the gap between school and the working world.

11. To develop methods for continued re-assessment of the success of the total program.

12. To extend the continuum of service to the student beyond the traditional school "graduation."

Section 1.3 The Client

The clients of this program are usually found in the Special Education Classes or in special "opportunity" classes in the schools. They are in these classes because they are not functioning on a level that would enable them to progress successfully in

the regular class curriculum program of that particular school district.

Many of the clients are certified by the State Department of Education as being Educable Mentally Retarded. Their average achievement level is about third to fourth grade. Academic achievement ranges from those who achieve at an eighth or ninth grade level. The I.Q. range is usually between 40 and 80. Others are students who come into high school with average intelligence, but who have not functioned at that level and have not been able to adjust to the academic setting. The causes are usually rooted in social or behavioral problems.

In addition to this achievement handicap, any of the students may have one or more of the following: emotional problems, physical problems, retarded development, coordination problems, hearing, visual, and speech problems, dental problems, specific identifiable perceptual problems, and social or behavioral adjustment problems.

The students progress through the stages of vocational development as do any "normal" persons but may progress at a slower rate necessitating careful evaluation and planning for a developmental work experience program. Stages of vocational development does not refer to any specific relationship between age and development patterns but refers to the individual development of vocational interests and the ability to realistically analyze one's own abilities and potential. Since they lack life experiences, it is reasonable to expect that these students will have a difficult time analyzing their potentials and organizing their lives to take full advantage of this potential.

An understanding of the students' interests and self-concepts is vital to the success of any experience program as these can be great motivators or can completely defeat the program. These students are adolescents and have normal potential for growth in many areas. This should always be a major consideration in any planning for them.

The students come from a wide range of economic and environmental backgrounds. Their parents have varied expectations for them, and these should be explored carefully; but each student is an individual and operates as an individual. All planning should be based on individual needs as it is in the regular DVR program.

Section 1.4 Role of the Department

The primary responsibilities of the Department of Vocational Rehabilitation are 1) to bridge the gap between the student's school experiences and gainful employment, 2) to assist the school in developing meaningful and developmental work experiences, 3) to assist the school in the evaluation of the student's potential, and 4) to bring those ancillary services to the program which the schools cannot provide. It is also the Department's responsibility to work closely with the teachers, parents, and other interested persons so that they can gain an understanding of the problems the student must face in the world of work. A unique feature of this program is that it lets the Department work with the student as a client while he is still in the school setting and while he is still in the developmental stages of his life. Thus, through this early contact, it is hoped that he will gain the necessary tools to solve many of the adjustments of adulthood and the working world.

Section 1.5 Role of the School

The school is legally responsible for the provision of an educational program for the educable mentally retarded. The administration, personnel, and curriculum are unique in each school setting. It is important, therefore, that the DVR counselor and other program specialists become acquainted with each setting and adjust their activities to blend with this setting and structure.

Some school administrations are concerned by having to share some of their responsibilities with an "outsider." They are further concerned by any control the Department might have over students and teachers. If a cooperative attitude is to prevail, and this is vitally necessary to the success of the program, all project personnel must recognize that the Department is primarily interested in the habilitation of the individual student and not in the exercise of authority.

In a cooperative work experience program the school is responsible for the following:

1. Administration of the school program.
2. Reporting of third party matching funds.
3. Providing transportation, if needed, for work experience.
4. Furnishing any school records needed in the evaluation of the student.
5. Developing a curriculum supporting the work experience program.
6. Providing legal supervision over students on work experience assignments.
7. Under guidance of the counselor provides job supervision of students on work experience assignments.
8. Cooperating with DVR personnel in evaluating the student to identify remediable medical, vocational, and educational problems.

Section II

FUNDING

One of the major factors in the success of any program is adequate funding. In an effort to extend the effectiveness of State expenditures a plan is now in effect to fund these programs through the use of "Third-Party Agreements", as allowed under Section 2 of the federal statutes pertaining to Vocational Rehabilitation.

Section 2.1 Third Party Agreements

Under Section 2, P. L. 89-333, any state originating monies may be used as the state's share of the 25-75 ratio of state funds to federal funds. School district funds are state originating monies. Thus, we use monies designated by the school district for use in the work experience program as our part of the matching ratio and operate our part of the program with the resulting federal funds. The school district, then, becomes a third party to the agreement between the Department and the Federal Government.

The monies which are matched come from three sources of school district funding: a percentage of the salary of the employee or employees assigned to the work experience program, the travel allowance given to these employees to reimburse them for out-of-pocket travel expenses incurred in supervision of the students while assigned in the community, and the cost of transporting the students to and from their work experience assignments. Only that portion of the employee's salary may be matched which represents the actual time the employee is assigned to the work experience program.

The school district must operate a classroom program and the Department can only become involved with the work experience portion of the total school program.

In order to meet the legal requirements of a non-pay program, the student may not be released for work experience for more than three (3) hours per school day. Since a normal school day is considered to be six hours, the teacher is usually available to the work experience program on a one-half time basis, in which case that part of the teacher's salary available for matching purposes is one-half of the total salary. An exception to this is when a school district employee, such as a work experience coordinator, is assigned full time (or over one-half time) to the work experience program and has no or limited teaching assignment. In order for these funds to be matched, it is necessary for the school district to certify the expenditure of the funds to the Department. The procedure for doing this is described in Section 2.3 of this Chapter. This is a "paper" transaction and does not involve the actual transfer of school district funds to the Department.

The federal funds gained from this agreement are for the sole use of the Department in providing the services needed by the clients of this program and the Department has the sole responsibility for determining how they will be spent. The Department also has the responsibility for employing the necessary rehabilitation personnel to operate and administer the program.

To avoid misunderstandings over basic responsibilities, a cooperative agreement is signed by the School District and the Department, and, when certified mentally retarded students are involved, by the Department of Education. This agreement (see samples in Appendix A) acts as the legal document binding each party to the program and delineates in some detail how the program is to operate and be administered. It conforms to all federal regulations in that it places the administrative control of all rehabilitative services and personnel with the Department. It further provides for termination of the program by either party upon ninety (90) days' written notice.

Section 2.2 Budget Requirements

Since the funding of the work experience program is dependent upon the amount of certificable school district monies available, the budget requirements for the program should not exceed the total matching monies derived therefrom. This demands that considerable budgetary planning must precede any direct program planning. To assist in this, a sample budget has been prepared and is shown in Appendix B. Like any budget, there are two main categories--anticipated income and anticipated expenditures. As previously stated, the federal income derived is generated by three types of expenditures: 1) salaries, 2) travel allowances, and 3) student travel. School district employees' salaries are normally contracted each year by March 15. Unless there is staff turnover, the amount available for certification as salaries remains quite constant and can be readily ascertained. The remaining two categories are subject to fluctuation and can only be estimated at $25 per month. Student travel costs will vary considerably depending upon mode of transportation. In some districts public transportation, when available, is used with the school district assuming the cost. In other districts a school bus or other vehicle is used. In still other districts no transportation is provided as the school is located near the community business district. Despite this variance an estimate can be made based upon the number of miles to be traveled, the rate of public transportation, and the cost of operating the school district vehicle (approximately 40-cents per mile for school buses).

Department expenditures are broken down into four categories: personal services, services and supplies, capital outlay, and case services. Personal services includes all salaries and salary expenses. Services and supplies includes such items as office rental, communications, office supplies, staff travel, and medical and

psychological consultation. Capital outlay includes all furniture and equipment. Case services are all funds expended on behalf of a client. In order to determine personal service costs it is necessary to estimate the number of special classes that will be held. Once this is determined, the number of rehabilitation counselors needed is based on the ratio of one counselor for every two (2) special classes. This gives a case load size of about 36 students per counselor. If the size of the program and the funding justify it, additional professionals may be added. These may include a Senior Rehabilitation Counselor, a Social Worker, various aids, etc. The Senior Counselor may assume full-time administrative duties or may carry a partial caseload. In the event funding does not justify employing a full-time supervising counselor, someone should be designated to handle immediate administrative responsibilities for the unit. This is especially important in areas where the Regional Director is not readily available.

Once the program is established, the duties of the Job Development Specialist fluctuate; i.e., since community placements are rotated about every nine weeks, the need for new placement positions peaks during those periods. During the remaining four or five weeks of each period he is more able to assume other duties. If the number and size of the high schools warrants, a rehabilitation counselor may be added to the program to work with the physically disabled students. Experience has shown that one counselor can adequately serve about eight high schools with a total enrollment of approximately 8,000 students. This would result in an initial counselor caseload of about 120 clients. It should be noted, however, that this caseload will continue to increase for a period of about four years before leveling off. This is due to these clients being placed in rehabilitation

training plans which could extend over a four year period. Some arrangements will need to be made to handle this excess by the time the program is in its third year.

Services and supplies includes all items necessary to the operation of the program, such as office space, communications, office supplies, staff travel, and consultation time. It does not include capital outlay nor case service items.

In determining the amount of office space required to house a program, the general guidelines established by the Department of General Services should be followed. These give the number of square feet of space allowed for personnel and usage. For our program these are as follows:

Senior Counselor	100 sq. ft.
Counselors and other professionals	80 sq. ft.
Secretaries	50 sq. ft.
Reception area	50 sq. ft.
Storage and work area	50 sq. ft.

Variance to these guidelines can only be accomplished through lease negotiations; i.e., more space can be gained if the negotiated monthly rental fee does not exceed the maximum allowed by the Department of General Services for that area. The cost allowance for space for planning purposes is usually 30-cents per square foot. However, this figure will vary downward if the prevailing rental rate within a community is less; i.e., if other state agencies are renting space for 25-cents per square foot, this will be the maximum rate allowed by the Department of General Services for that area.

In selecting a site, it is necessary to make a thorough survey of the available space within the area where it is desired to locate the office. A written record of each available space should be kept and should include at least the following items: 1) address, 2) number of square feet, 3) cost per square foot, 4) name of owner, 5) name of real estate agent handling property, if applicable, 6) availability of parking for staff and the public, 7) the amount and arrangements

for remodeling, if necessary, 8) all services, such as utilities and janitorial, to be provided within the lease arrangement, and 9) any other special arrangements appropriate to the lease. This information, when compiled, should be forwarded to the Business Office along with the recommended choice.

If possible, all utilities and janitorial services should be included within the lease. When this cannot be done, it is necessary to secure bids. Minimally, an office should be cleaned twice per week, floors mopped once a week, and floors waxed and windows washed once each month. Waste baskets should be emptied each day.

The normal length of a lease is for a biennium or the remaining part thereof. Extensions are normally for the same two-year period. Before negotiating the length of a lease, clearance should be secured from the Business Office. In areas where there is an existing state office building, lease negotiations are more difficult.

All leases are between the Department of General Services and the owner. The Department only makes recommendations. All negotiations between the Department and General Services are handled by the Business Office.

The type of initial telephone installations will be determined by the Department of General Services. Recommendations as to the number of outlets needed should be made to the Business Office. For planning purposes the communications cost will average about $1,200 per year.

Office supplies include all of the items needed to operate the office except equipment and furniture. It also includes all of the forms used by the Department. These can be secured directly from Central Office. They should be ordered in amounts to last one year. See Appendix E for a listing of the supplies needed to establish an office. For planning purposes, approximately $1,000 should be allowed for office supplies.

In-state travel may be accomplished either by state car or private vehicle when state cars are not available. The state car rate is 5-cents per mile and the private car rate is 8-cents per mile for the first 1,000 miles per month and 6-cents per mile thereafter. The amount to be budgeted for this item will vary greatly in each office location depending upon the distances between the schools being served.

Medical and psychological consultation are an integral part of this program and should be provided on the basis of two hours per week for medical and one hour for psychological. The present rate for consultation is $15 per hour. Another major item of the budget is capital outlay. This item includes all of the furniture and equipment needed to operate the office. For planning purposes $300 per staff person should be allowed for capital outlay purchases.

The final major item of the budget is case services. These are funds used to purchase all client services. Experience has shown that $5,000 to $8,000 per year will adequately service about one-hundred retarded clients in a program. If facilities such as Goodwill are used for diagnostic and training purposes, additional case service funds will be needed. If a physically disabled program is added, an additional $20,000 to $25,000 will be needed. This latter figure will not be needed during the first year of the program. During this period most services will be of a diagnostic nature. However, the full amount will become necessary during the second year as the graduating seniors go into plan status. If sufficient case service funds are not available through third party funding, it may be necessary to transfer some of the physically disabled clients to the regular program.

Section 2.3 School Financial Reports (Form R-98)

Section 2.1 discussed the need for the school district to certify the avail-

ability and assignment of funds to be used for matching purposes by the Department and to additionally report actual expenditures under this certification after they have been made. In order to expedite this second procedure, Form R-98 (see Appendix D) has been prepared for the use of the schools. The form is to be completed in duplicate and submitted to the nearest DVR school project office for forwarding to the Business Office each month.

There are two primary periods when the information noted above is needed by the Business Office. First, an estimate is needed of the total amount to be spent by the school district within the matchable categories (see Appendix C). This intent letter should be submitted not later than July 1, as it is necessary to notify VRA of the total amount of federal funds needed for the program. Second, the report Form R-98 is needed <u>each month</u> on the actual amount that has been expended by the school district within each matchable category. To expedite these reports, it has been found advisable for the Project Office to complete as much of the form as possible and to mail it to the school district clerk with a self-addressed return envelope. This assures prompt return of the form with the type of information needed.

Section III

ADMINISTRATION

The administrative needs of this program are similar to those of other programs. It is important that there be adequate staff to serve a caseload of manageable size. It is also important that adequate records be kept and that plans be formulated to train the staff in those areas of need where no formal training is available. Finally, it is important that evaluation of the program be a part of all planning and that it be a continual process. Because of their importance, each of these will be discussed separately in this section.

Section 3.1 Staffing

The Work Experience Program will not be effective unless there is qualified staff. The Oregon State Civil Service Commission is responsible for providing a list of qualified personnel for job interviews. If it is found that these people are not qualified for the position, the supervisor or senior counselor has the right to turn down these applicants and request another list. The supervisor should become active in recruiting of members for his staff rather than just waiting for the Oregon State Civil Service Commission.

Aside from the academic qualifications, the staff member must be able to work intimately with other persons and must be able to communicate at a level which the students can understand. He must be a part of the team and must be accepted by the students, teachers, parents, and others immediately involved with the student. This means that he must be able to openly share information, to carry responsibility for his actions, and maintain a flexible and cooperative attitude.

Section 3.2 The Size of a Caseload

It is difficult to determine what is an adequate caseload size. It is primarily

determined by the intensity of the relationship between the staff member and the client. Generally, a caseload of 36 mentally retarded clients is felt to be the maximum number which a counselor can serve adequately. This is an arbitrary figure based on the maximum number of students the State Department of Education will permit in two special education classes (18 in each). As the Work Experience Program becomes stabilized and the counselor-teacher teams become a reality, the maximum number of clients may, in some cases, be raised to 50. In programs serving the under-achievers and behavioral problem students the same client-counselor ratio as in the Mental Retardation Programs would apply.

Determining the size of the caseload for the counselor serving the physically disabled student is difficult as we have had little experience with this group. Initially, it was felt that this counselor could serve the same number of clients as a regular caseload counselor (about 110). However, our limited experience would tend to indicate this is too large. We are finding that these students have many of the same adjustment and attitudinal problems as the mentally retarded and, thus, need more comprehensive services than the regular DVR client. Determining the caseload size for a counselor serving a combined caseload of mentally retarded and physically disabled clients can only be based on the needs of the particular situation and the capabilities of the counselor.

Section 3.3 Case Files

The case file documents the counselor's activities and decisions on behalf of his clients. In the work experience program, the same case file is kept as in the regular program. However, some additions are made to the file due to the nature of the program and the needs of the counselors in managing their cases.

The more important of these additions will be discussed in detail. When a Social Worker is a part of the staff, it is important to record his evaluation of the client and his needs as seen in the home environment. Since the Social Worker is usually the first member of the rehabilitation staff to contact the home, that person should write the initial case entry. This is followed by the counselor's evaluation of the client as seen in the school environment. These two recordings, when combined with the school and medical records give a very thorough picture of the client and provide a sound base upon which to start the work experience program.

Within the case file it is also very important that a complete record be kept of the work experiences completed and their success. This serves as a valuable evaluative tool in assuring that a developmental program is being followed for each client. A record of the achievement level and an evaluation of the client's dexterity should also be a part of the green folder. Samples of other forms which may be used in the program and which may be a part of the case file are shown in Appendix G.

Due to the diagnostic nature of this entire program, it is important that the case file be kept accurately and timely.

Section 3.4 Staff In-Service Training

Many facets of the work experience program are new experiences for the DVR staff for which there are presently no formal training courses in the colleges and universities. Because these facets are vital to the success of our participation, it is necessary, then, that they be gained through the use of in-service training. This training may be conducted formally through the use of outside resources or may be conducted informally during regular staff meetings. Regardless of the

method, the following areas should be discussed:

1. DVR
   a. Understanding the services which are needed and available for EMR clients.
   b. Common medical and psychological problems of the retarded (use medical and psychological consultants).

2. School
   a. Using a team approach.
   b. Understanding the school as an institution.

3. Client
   a. Evaluating and understanding the educable mentally retarded client.

4. Program
   a. Developing the basic program structure in cooperation with school personnel.
   b. Assigning work tasks and responsibilities.

5. Community
   a. Identifying community resources
      (1) Service agencies and facilities.
      (2) Job opportunity surveying to develop training stations with a future.
   b. Developing public relations for the program.

Section 3.5 Program Evaluation

One of the stated objectives of this program is to develop methods for a continued re-assessment of the success of the total program. This can best be done by establishing a Coordinating Committee composed of supervisory personnel (school and DVR) whose primary function would be to evaluate each phase of the program. They should meet on a formal basis with a definite agenda. The DVR supervisor or program director would normally chair the meetings and prepare the agenda. In addition to their evaluative functions, the committee should discuss administrative problems which might affect the program. In some instances the committee may also be used to screen new personnel for the program. When this is done, it should be clearly understood that all personnel, DVR and school, assigned to the program will be equally screened.

Section IV

IMPLEMENTING THE PROGRAM

Before the program commences, it is very important that the various professional responsibilities be defined so that each person is fully cognizant of the part he is to play on the team. It is also important that the various ground rules be set to guide the program through the major problem areas which experience has shown may arise. This section deals with these roles in a general way and makes no effort to delineate the various job tasks. These will be developed as the team becomes a cohesive unit and the strengths of each team member become known.

Section 4.1 Rehabilitation Counselor

The rehabilitation counselor brings all of the legal requirements and services of the Department to the program; i.e., he performs all of the duties of a regular DVR counselor. However, in this program he does not work in isolation but is an intricate part of a rehabilitation team. As the coordinator of the process he must be prepared to give up some of his traditional duties to those members of the team better qualified to do a particular task. He must also be prepared to coordinate the activities of the social worker, the job development specialist and school personnel engaged in rehabilitative activities when these positions are included in the program staffing.

The rehabilitation counselor must develop special skills in the area of evaluation. Not only must he be able to evaluate the client and his needs, but must be able to evaluate the employer to insure that he will provide the desired objectives for a particular client. He must also develop placement skills as many of these students will need direct placement help.

Section 4.2 Special Education Teacher

The special education teacher has basic responsibility for the development and the teaching of the curriculum needed by the educable mentally retarded student. In so doing he must function within the organized school structure and is subject to evaluation by the school principal, other school district personnel, and the State Department of Education.

The teacher has legal responsibility for the proper conduct of his students, both in the classroom and on the work experience station. He must evaluate each student's progress and is usually responsible for reporting this progress to the parent or guardian. Due to the nature of the cooperative program, however, the teacher must be responsible to the counselor in the conduct of rehabilitation activities while personally responsible for educational functions.

Because of his legal responsibilities, he must assume a primary role within the work experience program. However, the specific tasks he performs will be determined by the structure of the program and the interests and talents of himself and the other team members.

Section 4.3 Social Worker

The activities of the Social Worker bring a new dimension to the DVR program. These activities within the work experience program may be divided into four major categories: (1) school related, (2) client related, (3) family related, and (4) community related. In each of these areas, the Social Worker provides information and services which are a valuable adjunct to the counselor and the program.

The Social Worker provides information to the counselor regarding conditions within the family which will have an effect on the student's functioning in the

program. This includes information on the parents' expectations for their child. He also offers services to the families who have problems which will effect family stability and the student's use of the program.

The Social Worker serves as the liaison between the family, the school, and the program. He usually makes the initial contact with the parents to discuss with them the program's goals and objectives and to enlist their support and help. This visit serves to open a line of communication between the parents, teachers, and DVR staff. It also helps him to compile the pertinent background information which is necessary to the proper evaluation of the student.

The Social Worker serves as the liaison between the social agencies involved with the client and the program and helps to develop cooperative planning between these groups.

Within this program the Social Worker assists the counselor in securing needed medical and psychological diagnostic data and in arranging needed treatment. At no time, however, does he relieve the counselor of his major responsibility in this area.

The services of the Social Worker are an adjunct to the counselor. Thus, he receives all job assignments directly from the counselor and from no other member of the program team. If others should desire his help, they must first initiate their request with the counselor.

Section 4.4 Job Development Specialist

The work experience program depends upon the community and its employers for sufficient job stations to insure that each student has an equal opportunity to experience work in a number of different settings. To assist in the development of these job stations, we use a Job Development Specialist. It is his job to

familiarize himself with the employment community and local job patterns and to approach likely employers to enlist their aid in the program. He must be familiar with the program objectives and be able to explain in considerable detail the various ramifications of the program as they apply to the employer. He must be cognizant of the rules and regulations of those agencies and bureaus involved in the employment of minors.

The Job Development Specialist works under the direction of the Rehabilitation Counselor and is assigned specific job tasks by him. He works with the counselor in the training of employers in how to work with the retarded. He also assists the counselor in the counselor's consultive role with the in-school placement program.

In order to avoid confusion in the contacting of employers and to establish a ready reference of available employers, the Job Development Specialist maintains a file of employer contacts and placements. He also maintains a client order file for those clients needing placement services.

Section 4.5 Work Experience Coordinators

Some school districts employ personnel called Work Experience Coordinators who are assigned full or part time to the work experience program. These persons are usually special education teachers or persons who have had training in this area. They usually have primary responsibility for supervision and placement activities but may also have some teaching responsibilities. When a work experience coordinator is part of the team, it is necessary for the rehabilitation counselor to assume a somewhat different role. However, care must be taken to insure that the counselor does not abdicate his rightful coordinating role in the management of the rehabilitation process on the team and his right to serve all of

the students in the program.

Section 4.6 Other Professionals

The students in this program are members of a school community, and in this setting other professional persons play a role and have a responsibility toward these same students. These persons, such as the school nurse, school counselors, principals, and instructors in other departments, should be involved in staffing sessions and in individual conferences, when appropriate and possible, in order to share in the common understanding of the student and his problems. The students and their families may be known to other agencies in the community. It is important that representatives of these agencies be invited to join the staffing sessions so that they can gain an understanding of the problems and goals for the mutual client. Care should be taken to insure their freedom to participate actively in the staffing session. It is equally important also that DVR personnel make themselves available to attend staffings of other agencies.

Section 4.7 Integrating the Program into the School Structure

All DVR personnel in this program must become familiar with the school personnel, the school structure, and the policies which govern it. This knowledge should be used to plan contacts with students and teachers in a manner that will cause the least amount of interruption to their schedule. It is advisable to discuss problems with a teacher during his coffee break or during a planned staffing rather than to interrupt a class. It is advisable to plan a medical or vocational evaluation after school hours or during a time when a student is not involved in a scheduled class. This places a scheduling burden on DVR personnel but is a must if DVR personnel are to gain acceptance within the school setting.

Some problems and policies which DVR personnel should recognize within the school setting are:

1. Class and lunch schedules.
2. Regulations concerning hall passes.
3. Regulations about students leaving the school premises.
4. Required meetings which teachers must attend.
5. Procedures for DVR personnel to follow when they are on the school premises; e.g., reporting to the office, etc.
6. Availability and scheduling procedures for use of a room for private conferences and counseling.
7. School attendance regulations as they relate to work experience.
8. Identifying and becoming acquainted with special school personnel who may be working with the special class students.

By becoming familiar with the rules and regulations as they apply to DVR's participation in the school, you can become a part of the school team and thus realize an integration of your services with those of the school.

It is also very important that program personnel avoid becoming involved in any plan causing the discontinuance of school for a client. Our function is to provide a program to keep the client in school and not to provide avenues whereby the client can shortcut his normal school requirements. This does not mean we should avoid working with clients dropped from school by proper school authority. These cases would be handled as any regular DVR client.

Section 4.8 The Team

The blending of professional skills implied in a team can be highly beneficial for the client group in that a variety of professional persons are available to give services. Because of the potential benefits this approach can achieve, it is worth the time, effort, frustration, and the modification of individual professional ways of work which is required for it to be successful. Successful team functioning is based on a mutually shared and clear understanding of each professional's role, area of competence, and limitations. When this understanding

exists, it is not necessary to have rigid job descriptions and there can be flexibility in assignments of responsibilities because personnel know which areas can be shared and which are exclusively those of another profession. The management of the team process is the counselor's role.

In the work experience program, the rehabilitation counselor could appropriately lead a class discussion of job placement problems if invited to do so by the teacher, and if the teacher is present, but the counselor would be in error if he entered into the area of giving grades or contacted other school personnel about behavior problems in the classroom.

While much of the communications between staff is done informally and at times when two or three individuals are together for brief periods, the team approach also requires a more formal level of discourse where major decisions are made. The decision-making vehicle is usually the weekly case staffing meeting. This is held in a confidential setting where information about the student is shared in an effort to understand the student's strengths and weaknesses and to develop a plan to enable maximum growth. (See Section 5.8 for a discussion of the case staffing process.)

Section 4.9 Problem Areas

In any program encompassing more than one discipline, there will be major policy decisions which must be made. These usually involve basic program goals and methods to be used to obtain these goals. In the work experience program, this is equally true. The problems to be solved, however, will have a major effect on the total program and may cause a change in the program objectives as previously stated. Since these problems are common to all work experience programs, they will be discussed separately in the remaining parts of this section.

Section 4.9.1 Training vs. Employment

Training is that process which makes one proficient through instruction and practice. Employment is working on a specific job. In the work experience program, employment is the end result of the training received. It can be reached without training. In so doing you match the student's present aptitudes, abilities, and interests to a job that is available and disregard any latent potentialities the student might have. To accomplish this requires minimal evaluation of the student and primarily the services of a placement specialist. It disregards the fact that any child can grow and does have the ability to learn.

In line with the stated objectives of the work experience program, we believe that the student should be given an opportunity to develop "employability." We believe this can be accomplished through a series of training experiences which stress the total vocational-social adjustment rather than the learning of specific job skills. Experience has shown that employment can be readily achieved when the adjustment has been accomplished.

Section 4.9.2 Pay vs. Non-Pay

This is a basic question which arises in the development of a work experience program and is one which must be resolved prior to its implementation. DVR views the work experience program as one of habilitation rather than of placement. As used here, placement means locating an individual on a job to learn a specific job skill; while habilitation means making use of work experiences in conjunction with classroom curriculum to better prepare an individual as an employable. We are concerned with work experience not to learn a skill but for total vocational-social adjustment.

Other reasons why we favor the non-pay approach are (1) it increases the number of work experience stations that are available and eliminates the competition for stations with other school and community work-pay programs, (2) it meets the provisions of the insurance coverage provided by the State Compensation Department, and (3) it enables the school and DVR to have a greater voice in the type of work experience and length of the training period that will be provided by the employer.

The Department does not adamantly support the non-pay proposition for it does recognize that pay may be advantageous at some point in an individual client's program. It does feel pay, if needed, can be developed for an individual client outside the regular work experience period; i.e., the client can work after school hours and on Saturdays. At no time, however, should the pay job and the work experience station be one and the same. If the student does have a pay job, he should also continue to have a varied, developmental work experience program, unless it is the decision of the school administration to terminate school attendance.

Section 4.9.3 Priority of Service

The primary function of third party programs is to work with the schools that have special classes for the educable mentally retarded students. Before services are provided to other categories of students, the EMR's must be served. If this population is being served adequately, then it will be possible for the staff to become involved with those students who are not EMR's but have limitations which constitute vocational handicaps. Since this program is not designed to serve the population outside the schools, all referrals of these persons should be routed to the regular program.

Section 4.9.4 Rotation of Training Placements

It is strongly urged that students who are both in in-school experience and out-of-school work experience be rotated into different employment areas during their academic experiences. Since there are limited methods of testing the student's interest, it becomes important that they have a variety of work experiences which will help them in making a choice as to the type of employment they will seek following school termination. Since each individual student is different, it is impossible to define how long a student should be placed in one setting, but it is strongly recommended that he be rotated through a minimum of five out-of-school work experiences and several in-school work experiences. Toward the end of his schooling period, opportunity should be provided for the student to work full time with pay. This experience should be closely supervised by the team.

Section 4.9.5 Student Readiness for Community Placement

When is a student ready for a community placement? This question is paramount to the program and is part of the evaluation of the student made by the team.

Generally, a student is placed on a community placement when he has demonstrated his ability and maturity to handle such an assignment. This usually occurs at the beginning of the 11th grade and follows several successful in-school placements.

It is further predicated on the learning that can be gained from the work stations that are available.

Section 4.9.6 Student Incentives and Goals

The over-all goal of the program is the student's successful adjustment in an

occupation. This is a broad goal and is difficult for the student to grasp. It is important during the training period to develop and identify short range goals for the student to accomplish. These should always be part of the overall developmental plan for the student.

Being able to evaluate one's progress on a simplified basis is probably the most important incentive to the student as it can be carried over into adult life when other school and DVR induced incentives are not available. Self-satisfaction is very important to all students.

In some programs grades, school credit, and pay are used as direct incentives. However, these are only substitutes for self-motivation. Every effort must be made to interest the student in wanting to improve on his own so that he can become a successful citizen in society.

Section 4.9.7 Student Mobility

The junior high school population is usually more fluid than the high school group. The students who are new to Special Education at the junior high and senior high school levels are usually more able academically than those who come into the special classes at a younger age. However, these more recently certified students appear to have more personal problems and they seem particularly aware of, and sensitive to, the stigma of being in a special class.

Many of the families of our clients move in and out of communities as the unskilled labor market changes. As a result, the most frequent student changes occur in the lower income groups with their many physical and environmental problems. It is important, therefore, that all program personnel be sensitive to the needs of this mobile group and adjust their procedures and instruction to meet these needs.

Regular transfer procedures should be followed whenever a student leaves the program. If the family moves to an area where there is a work experience program, the transfer should be to the special program. If there is no special program, the transfer should be to the regular DVR program.

Section V

THE COMMUNITY WORK PROGRAM

The work experience within the community is the core of the total program. All other services are developed to compliment it and to insure that the student will gain maximum benefit from it.

This section discusses the many facets which enter into the preparation of the student for the program, the development of the community experience stations, the rules and regulations that must be followed, and the placement and follow-up services that insure the success of the total program.

Section 5.1 Testing and Evaluation

The selection of individual goals is based on an ongoing testing and evaluation program. The areas of evaluation which must be considered are as follows:

1. Educational achievement level.

   This includes the reading and arithmetic levels and a note of any special abilities. The source for this information is the school record file and specific teacher comments.

2. Acquired skills.

   These are skills which have been learned during the in-school and out-of-school work experience placements. These are recorded on the vocational record which is kept on each student in his case file.

3. Potential skills.

   These are skills which are discovered through the use of aptitude tests. These tests may be the formal tests such as the GATB or may be special ones designed in the classroom to test a specific aptitude.

4. Interests.

   These can be derived from interviewing the student, through

discussions with the teacher, and through different work placements.

5. Family concept of student's work potential.

This can be derived from a personal interview with the family or through contact with the Social Worker. (The counselor must be aware of what the family wants for their child as this is an extremely important factor in motivation.)

6. Physical capacities.

This can be ascertained from medical examinations, the school health report, the school nurse, teacher observations, and interviews with the family.

7. Personal traits.

These can be ascertained through psychological examinations and observations made by the teacher, the DVR staff, and the employers.

Goals for the student will be established on the basis of the above information and these goals will determine the type of work experience to be used. Ongoing evaluation of the student's progress is necessary. This is done through job supervision and should be done formally at the end of each placement to determine how well the student has adjusted to specific requirements of the job.

Section 5.2 Medical and Psychological Consultation

All clients of DVR must have a current medical examination or examinations to establish a diagnosis, to determine the extent to which the disability limits the individual's daily living and work activities, and to estimate the probable results of physical restoration services. In all cases of mental retardation a psychological evaluation will be obtained which will include a valid test of intelligence and an assessment of social functioning and educational progress and achievement. In all cases where eligibility is based on social or behavioral problems, a psychological examination will be obtained to establish a diagnosis and to assess social functioning. In cases of physical disability a psychological examination should be obtained when behavioral or personality problems are noted.

To assist in the evaluation of this information, medical and psychological consultants are provided to the program. It is important that the consultants and the counselor reach an agreement when specific physical restoration services are needed. If agreement cannot be reached, the case should be referred to the Regional Director for settlement.

Section 5.3 Medical Services

Experience has shown that many of the special class students have physical and psychological problems in addition to their limited intellectual functioning, or learning problems. These problems can and do affect their ability to perform in the classroom and on work experience and should be thoroughly investigated and corrected or alleviated, if possible, prior to full involvement in the work experience program.

All medical services must be provided by licensed physicians and all psychological services by board certified psychologists.

Section 5.4 Curriculum

The development of a curriculum is the responsibility of the special class teacher. The counselor may serve as a consultant to the teacher by pointing out the need for specific curriculum additions as derived from observation of the students, both in and out of the classroom. However, it is the teacher's prerogative whether or not the suggestions are incorporated into the total curriculum.

Objective 4 advocates the change of the traditional school curriculum to one which meets the needs of the individual student. This can best be accomplished by involving the teacher in job supervision. As they observe from first-hand experience the needs of their students, they are more ready to return to the classro

and adjust the curriculum to meet these needs. Another tool which can be used to accomplish this objective is to give the teacher a copy of the various job analyses which have been completed for each work experience station. This will provide him with a ready reference of the learning needed by each student for each work experience.

Section 5.5 Employer Contacts

Contacts with employers who are unfamiliar with the program are made by the Job Development Specialist or the counselor. While a basic purpose in employer contact is developing acceptance, these contacts should be made only when there is a need to place a specific student to avoid over selling without producing. Employers who seem reluctant to participate at first often become enthusiastic proponents of the program following a successful placement. For this reason, it is important that care be taken to insure a successful first placement. If he has had successes, he is then more willing to help you work with the more difficult cases.

Reluctance on the part of employers can be forestalled by giving them names of other employers who are and have been participating in the program. Employers ... also find it reassuring to learn that the vocational counselor is available to them if a problem does arise and that the student may be removed if the problem proves to be unsolvable. When selling the student to the employer, it should be done on an individual student basis.

Section 5.6 Training the Employer and Job Supervisor

A major criteria for success in this program is having enough work stations and

employers and job supervisors who are knowledgeable about and understanding of the special class student. This type of ready-made person and placement are not usually available. Accordingly, it is necessary for the team to train the employer and job supervisor so that they can provide the type of training and supervision which is needed.

The primary responsibility for this lies with the rehabilitation counselor. He should contact the employer after the work station has been secured by the Job Development Specialist and discuss with him the following general areas:

1. What is special class student and what can the employer expect of him.
2. The general objectives of the program.
3. What the staff expects from the employer and the job supervisor.
4. The legal requirements of the program.
5. The ongoing supervision, both employer and staff.
6. When to ask for help from the staff.

This initial visit should be followed by other periodic visits at which time the counselor and the employer/job supervisor discuss specific problems concerning the specific student involved in the placement.

The teacher may also be a part of these visits but he normally would confine his activities to observing the student and working with the student on specific tasks.

Section 5.7 Supervising the Student on the Job

The purpose of job supervision is to aid the student in his achievement of an established goal; to help him over the hurdles that arise as he attempts to reach that goal. It is more intense at first but decreases as the student gains

the ability to solve his own problems.

The staff member who assumes the role of job supervisor will vary as the number of professional people working in the program varies. In those programs where there is only one teacher who must assume many duties, most of the supervision will be provided by the vocational rehabilitation counselor. On the other hand, when the teacher is available to do so, he should assume this task so that he can gain first-hand knowledge of the needs of his students.

The major responsibilities of the job supervisor are: (1) to relate to the employer and help the employer understand the student so that he can provide appropriate job experiences, (2) to communicate the employer's requirements to the student and join with the employer in helping the student to meet these requirements, (3) to be alert to specific tasks required on the job and to the concepts which the student needs to understand in order to do these tasks, and relate these back to the classroom, and (4) to be prepared to share the information which he gleans from the job supervision with the other team members so that this will be a part of the over-all planning for the student.

The student must be helped to summarize and evaluate his experience on his job. This can be done as the supervisor observes him at work and can be done by the employer when a good relationship has been developed between employer and student.

The teacher is responsible for evaluating the student's progress in terms of assigning a grade. Neither the employer nor the counselor have the skill nor the knowledge of grading concepts to do this. Placing the employer in this role could vitally change his relationship with the student and hinder the learning that must take place.

Job supervision is learned through experience and observation of the relationship

between the client and any other person in his environment. The process of learning how to interact with an employer in such a manner as to provide the best learning atmosphere for the client is a process which is learned over a period of time and does not come through one or two contacts. The counselor must constantly observe an individual employer's reaction to the things that the student does and also to the things that the immediate job supervisor is saying to the student and the employer.

Section 5.8 Case Staffings

One of the most important processes in the development of a cooperative program is the case staffing. Staffing implies communication and is the setting where firm relations can be developed and misunderstandings resolved. Staffing is a time of sharing concerns, differences, opinions, and knowledge. All staff members who have a continuing responsibility for the student and the operation of the program are included in the case staffings. Teachers, vocational counselors, social workers, consultants, etc., are regular participants while school principals, other teachers and counselors, the school nurse, other agency personnel, etc., are invited to attend when they are involved with the students or when they have something to contribute to the understanding of the situation under discussion.

Students are nominated for discussion by any staff member when there is information which should be known to the group or when a staff member is aware of a problem or that a potential problem is developing. A chairman is usually appointed to lead the discussion. Each person with information about the student offers his contribution from observations, home calls, formal testing, or from experiences with the student. A diagnostic picture of the student and his situation is built and a plan is formulated to reinforce the student's strengths and to help him to use

the school training program to advantage. Assignments for follow-up service are given through mutual agreement so that other members will know where to channel additional information concerning the student and how to make an appropriate response when confronted with various aspects of the problem on which another staff member has primary responsibility.

Section 5.9 Insurance Coverage

All handicapped students of special education classes certified by the State Department of Education engaged in a work experience program are protected by a special injury fund set up by the Legislature and administered by the State Compensation Department (see Appendices K and L). This fund covers the student while he is engaged in the work experience. Coverage while being transported to and from the work station by the school is assured although there is some question about coverage if provided by student or parent. The total work experience also should normally not exceed three hours per day and the student should not receive any remuneration in pay or kind. At any time a student becomes a paid employee, he is no longer covered by the fund and must be covered under the employer's regular insurance coverage. Any claim against the fund should be submitted on forms available at all local branches of the State Compensation Department. The heading "Special Injury Fund" should be written on the top of the form. Those students not in a special education class but participating in a work experience program must have insurance coverage. This can be provided by the school or by the Department. When provided by the Department, it is usually secured as an adjunct to the employer's regular insurance program. If it is a non-pay placement, the State Compensation Department will provide coverage (see Appendix K.)

If a student is in a work experience program where he receives pay, coverage must be provided by the employer or the school. DVR may reimburse the employer only for

the cost of the premium on a particular client, if necessary to the utilization of the work station.

It is important that the parents be informed of the coverage available and that they sign an agreement approving of their child participating in the work experience program.

Section 5.10 Bureau of Labor Requirements

The Bureau of Labor regulates the hours and the type of job that students of different ages may use for training. The Bureau of Labor has waived the need for a work permit for students in special education classes who are participating in non-pay programs. They have a booklet, "Handbook for Teen Wage Earners", that outlines the positions which teenagers may hold. Any placements that may be questionable should be discussed with the local representative. A maximum of three hours per day for each student has been set by that office. The third requirement is that the training placements be during school hours. Any placement that is outside of school hours does not come under this program. It is important that the counselor contact the local representative and provide him with the list of all jobs being used for the school program.

The above regulations apply also to those students who are on non-pay work experience and are attending regular high school classes. The Bureau of Labor representative stressed the fact that the job placement must not be providing services to an employer but must be a worthwhile work experience which is providing the student with training which he would not otherwise be able to obtain. Any minor who is receiving pay for his work is subject to all regulations set by the Bureau of Labor covering the work of minors. They must receive a minimum wage and

they are subject to laws governing hazardous work and the hours during which minors are permitted to work for pay.

If the student should begin receiving <u>any</u> pay for his work he loses his <u>trainee</u> status and becomes subject to the laws relating to work permits and employer liability. (See Appendix I)

<u>Section 5.11</u> Working with the Unions

If the initial union contact is made with the executive secretary or other top official and the program is accepted by him, acceptance of work experience placements in various union shops can be highly successful. The union official can introduce the counselor and/or Job Development Specialist to the individual union representatives which constitutes tacit approval of the program.

In explaining the work experience program to union representatives, it has been found helpful to emphasize that the inordinate amount of supervision provided by the employer may actually result in a deficit to his over-all operation. It should also be emphasized that, following a period of successful training, the student is withdrawn and is replaced with another inexperienced student.

The individual union should be encouraged to contact the counselor at any time to discuss any problems which may arise.

The best procedure for procurement of a union job for a training placement is as follows:

1. Contact the employer with whom you wish to place the student. Tell him that you will deal with the union involved, if he agrees to the placement.

2. Contact the union representative at the Labor Temple (or other), not the shop representative. If you receive consent from the union, notify the employer and make the placement. Do not make the placement before it is cleared with the union--not even if the employer tells you to go ahead.

3. Do not assume that because a union has cooperated once you

can automatically make a second placement. Each placement must be cleared and the union usually wants starting and finishing dates in advance.

4. If a student is offered a union job, help him make the necessary arrangements for membership.

Section 5.12 Utilizing Community Agency Services

Students and their families receive services from various community agencies, both public and private. Information as to the name of the agency and the type of service being received should be secured from the family. Contacts should be instigated by the Social Worker to inform them of our involvement and to formulate cooperative working agreements. The agency representative should be invited to participate in staffing sessions. This will help to eliminate duplication of services and will help to establish a common goal for everyone working with the student and his family.

Section 5.13 Using Group Counseling

When requested by the teacher or with the consent of the teacher, the counselor can arrange to conduct group sessions. These may be conducted either in or outside the classroom. In either case, permission of the principal must be secured. Scheduling of time should be arranged with the teacher. These sessions have usually been called group counseling and some therapy may occur during the interchange. The emphasis, however, should be placed on vocational guidance and, to a lesser extent, on social competency. Students often need considerable direction when being introduced to group guidance. As they begin to feel more at ease, they are able to introduce topics of concern to themselves or to the group. Care should be exercised to keep the topics at a level of significance to the grade level of the students.

A technique which has been used is simple role playing by two or more students. Another more complex role playing using the 'doubling' concept has been found useful with students who find it difficult to verbalize. This technique requires a minimum of three students: two students taking the traditional roles with a third high level student standing behind the essentially non-verbal student. The high level verbal student acts as a super-ego or conscience and provides cues to the non-verbal student. Other techniques which are useful are class discussions, field trips to various types of jobs, and the use of experienced students to train inexperienced students.

Group techniques have also been useful with the junior high school students. In these cases, the teacher initially identifies potential drop-outs and other troubled students. These students' problems are discussed at individual case staffings so that the counselor may gain some understanding of a course of action to be followed. The student is then invited to join a group. These groups seem to be more effective when separated by sex at this grade level.

Section 5.14 Student Transportation

Arrangements for transporting the student to and from his work experience should be made in every case. This is normally the responsibility of the school, but the counselor may need to assist in training the student to use the mode of transportation available.

If public transportation is available, it should be utilized as much as possible. This will probably be the student's major mode of transportation in adult life and he needs to learn and practice how to use it. When public transportation is used, care should be taken to insure that the student knows what procedures to take if he misses his bus or takes the wrong one.

The use of private cars for transportation to and from the work experience station should generally be discouraged unless specifically requested by the parents or it is necessary due to after-school work.

When a school bus or other school vehicle is used, it is the responsibility of school personnel to insure that the students board the vehicle at the proper time.

Section 5.15 Student Dropouts

Experience has shown that some students will drop out of the program prior to graduation from high school. If these students are clients of DVR and the program, they should continue to be served by the program staff. If they drop out prior to referral status, they should be handled by the regular program staff, if referral is indicated.

Section 5.16 Follow-Up Services

Clients of this program should receive the same follow-up services as those of the regular program. However, to insure a proper vocational and social adjustment, a case should normally remain open for a period of at least six months while in employed status and prior to closure as rehabilitated.

Section 5.17 Recreational Programs

Recreational activities and physical fitness are important aspects of the total program of adjusting to adulthood. The student must be given the opportunity and must be encouraged to develop his physical abilities to their highest potential. Not only does this help to develop his coordination and physical stamina, but as he gains some facility in the recreational sports, swimming, bowling, dancing, camping,

he feels he has gained some status within the community. These activities also help to serve as an outlet for his leisure time, offer him an opportunity to compete as an equal, and give him an opportunity to meet new friends.

The student should also be encouraged to make use of the facilities of the Y.M.C.A., Y.W.C.A., and various park and recreation programs.

Section 5.18 Permanent Job Placement

The end result of the total work experience program is a permanent job placement. If the student has progressed satisfactorily through the program, he should have developed the maturity, the self-confidence, the knowledge about employers, and the knowledge of his own abilities and capabilities to be able to go out and find satisfactory employment. If not, he should be assigned to the follow-up counselor for further counseling and placement assistance.

To assist the student in finding a permanent job, most programs spend the last nine weeks of the final school year emphasizing this aspect. They allow the student, under close supervision, to start his job search and to be excused from school attendance if a satisfactory placement is found. When this does occur, the counselor should arrange with the employer for the student to have the necessary time off to participate in all of the school activities surrounding graduation. The counselor should also be sure that the necessary preliminary steps in preparation for permanent jobs, such as health cards for food handlers, union membership applications, etc., are completed.

Section 5.19 Administrative Reports

From time to time, special reports will be needed regarding the progress of the

program and individual clients. The counselor can expedite these reports by keeping the case file current and complete.

At least once each nine weeks the counselor should prepare a short progress report on each client giving information as to how he evaluates the client at this stage of his/her vocational and social adjustment and how he views the deportment of the student in the work experience. A copy of this report should be routed to the high school principal with copies for the Director of Special Education and the teacher or teachers working with the client. The counselor should also be attuned to possible research projects which will help to evaluate and sell the program. He should feel free to develop any of these as long as they do not interfere with his regular duties.

Section VI

IN-SCHOOL WORK EXPERIENCE PROGRAM

In-school work experience is a prelude to community or out-of-school work experience. It provides school and DVR personnel with an excellent opportunity to explore the student's incentives and attitudes in relation to work. It serves both diagnostic and training purposes.

The in-school work experience is structured, not for the purpose of teaching specific skills but for teaching the concepts of punctuality, responsibility, dependability, task completion, and socialization. It is to be used as the primary measure of the student's readiness for a community experience, and each student should have at least one and preferably several in-school experiences prior to being assigned outside the school environment.

Section 6.1 DVR and School Responsibilities

Under current programming, the in-school program has been the primary responsibility of the school. The teacher has developed the training stations and provided all of the supervision of the students. DVR has served in a consultive role, although we do assist the teacher in the evaluative phases and in helping to determine readiness for out-of-school placement. The counselor can also help to provide job descriptions of in-school placements.

Section 6.2 Types of Placement

The following is a list of possible in-school work stations:

Custodian Helper
- Sweep halls - Sweep auditorium
- Clean restrooms - Grounds maintenance

School Store

Nurse's Aide

P.E. Assistant

Library Helper

Science Lab Helper

Audio-Visual Helper

Office Helper

Art Department Helper

Music Department Helper

Cafeteria Helper

- Washer
- Storing dishes
- Cleaning dishes
- Washing tables
- Taking money
- Aiding in food preparation

Work with Bus Department

- Clean inside and out

Wood Shop Helper

Auto Shop Helper

Metal Shop Helper

Babysitting

Ironing

Section VII

PHYSICALLY DISABLED PROGRAM

The work experience program is a program which enables the Department to work cooperatively with the schools within the school setting and while primarily designed as a service to the MR students in special classes, it is felt advisable to include services of the physically disabled students as part of the total program when sufficient staff and funds are available to do so and the local school district is in agreement.

Because this part of the program requires the counselor to work with a different segment of the school teaching staff and administration, special working relationships with the school and the parents should be developed.

Section 7.1 Developing the Caseload

Referral of appropriate students can usually be made by school nurses and high school counselors. Contact with the school principal should be maintained for administrative purposes although more important to the program will be frequent meetings with other school staff. It appears to be most satisfactory to meet with these school personnel initially to explain the rehabilitation program and review with them the school's "handicapped list" if such exists and then arrange another time for first interviews with students. Examples should be given of types of disabilities which would probably qualify for the program; i.e., speech impediment, hearing losses, epileptics, or diabetics, as these may not be thought of as disabled by the school personnel. Planning a follow-up visit in the near future allows the school personnel to compile a more complete list of students, and to look for appropriate referrals. It allows time for the school personnel to talk to students about the program and to contact parents if this is felt necessary.

Within the limits of time, contacts should be maintained with the personnel who have referred students. It is especially important to get to know the school and the school structure well enough to understand the function of the school counselor so that the rehabilitation counselor does not work at cross purposes with the personal and vocational counseling being done at the school. The school personnel can be very helpful in following through with the over-all plans of the rehabilitation counselor and should be consulted frequently when they have a close, ongoing relationship with the client.

It should also be remembered that it is necessary for the counselor to contact parents to have them co-sign applications.

Section 7.2 Priority of Cases

The physically disabled program includes students with all the disabilities normally eligible under the DVR program, but eligibility can be more flexible due to high school students' lack of work experience or specific vocational training. Initially, top priority has been given to seniors with substantial physical disabilities who are financially in need of assistance. Juniors in this category are next on the priority list and also a few sophomores, mainly those in need of immediate medical attention in those cases where other resources of financial assistance (such as Welfare and CCD) are not available. As time permits those students who appear to fall into the mentally retarded category but for whom no special education classes are available have also been tested and otherwise screened. In addition, those students with medically definable emotional problems--not just the typical school behavior problem types--have been considered for referral. When staff and time is limited it is very important not to set oneself up as a dumping

ground for "problem" students who will demand a great deal of time and may in the end not be eligible for feasible for vocational rehabilitation.

Section VIII

JUNIOR HIGH SCHOOL PROGRAM

Under some cooperative agreements the program may serve all secondary age students. This includes the junior high school students. Whether or not these students are mature enough to benefit from the work experience aspects of the program and whether or not there are sufficient program personnel to allow participation at this level are basic problem areas that must be decided prior to implementation of the total program.

Section 8.1 How Much DVR Involvement?

The counselor must organize his work in terms of priorities and, depending upon the size of his caseload and the services which he will be rendering, he must determine how much time he will have to spend with the junior high school students. The Social Worker, on the other hand, will probably spend a larger portion of her time with these students in an effort to diagnose and solve social, environmental, and medical problems which may be affecting or will affect the student's adjustment to school and later adjustment to the work experience part of the program.

There are several areas in which the counselor might effectively provide some services to the junior high school program. The first of these is medical and psychological diagnosis and treatment. Students from the Special Classes should be referred by the school to the counselor for specific physical and emotional problems. It is felt that these students need to be in the best physical and emotional condition possible so that all of their efforts can be focused on strengthening their remaining intellectual capacities.

Another service which could be provided is group counseling. This should only be done at the request of the school and should be limited to those areas involving aspects of the work-training program, personal relationships, and preparation for the high school program. Emotional and similar problems should be referred to guidance clinics or physicians for treatment.

Experience has shown that in-school and out-of-school work experience programs are not very effective at this age level. These students apparently do not have the mental and social maturity to be able to benefit from it. However, discussions about jobs and field trips to businesses are valuable in preparing the students for the high school program.

Section 8.2 Preparing the Student for High School

Just before the student enters the high school program the initial effort in working with the parents should begin. They need to have the work experience program objectives explained and the amount and kind of participation that will be required of them and their children. They also need to be told about DVR and the procedures that are necessary in establishing the eligibility of their child.

Section 8.3 DVR Casework

When the counselor is working with the students in preparation for entering high school, he should also begin preparing them for their roles as DVR clients. All diagnostic work should be completed at this time and a decision made concerning eligibility. This will eliminate the need to do this phase of the case development in the fall when the counselor is burdened with initial placements for the junior and senior classes.

APPENDIX A

MODEL

COOPERATIVE AGREEMENT

For An

Integrated Rehabilitation Program

For

Handicapped Youth

of

Secondary School Age

Between

_____
(School District or I.E.D.)

_____
(Location)

THE STATE DEPARTMENT OF EDUCATION

AND

THE DEPARTMENT OF VOCATIONAL REHABILITATION
State of Oregon

The Department of Vocational Rehabilitation, (school district or I.E.D.), and the State Department of Education enter into this agreement to provide a basic vocational rehabilitation program to meet the needs of certified mentally retarded pupils and other handicapped students enrolled in the secondary school programs, especially in the special classes for the mentally retarded.

I. Purpose of the Agreement:

The purpose of this agreement is to provide rehabilitative services at the high school level to augment the existing work experience program in the public schools. A close and effective working relationship between the Department of Vocational Rehabilitation, (school district or I.E.D.), and the State Department of Education will be developed to achieve the foregoing rehabilitative purpose for certified mentally retarded youth.

II. Definitions:

1. "Department of Vocational Rehabilitation" refers to the (local office) of the Department of Vocational Rehabilitation.

2. "_____ Public Schools" refers to School District No. ___, its program and administration.

3. "_____ I.E.D." refers to the Intermediate Education District, its programs and administration.

4. "State Department of Education" refers to the Division of Special Services in the Department.

5. "Rehabilitative Program" refers to a school-home-community relationship in the rehabilitation of certified mentally retarded youth of employable age or likely to become employable, jointly planned and operated by the Department of Vocational Rehabilitation, the School District, and the State Department of Education, with authority for such operation established by the Department of Vocational Rehabilitation and within the framework of related laws, regulations, and the State Plan.

6. "Eligibility for the Department of Vocational Rehabilitation Services" refers to the presence of a combination of three factors: 1) The presence of a physical or mental disability, and the resulting functional limitation or limitations of activities; 2) the existence of a substantial handicap to employment caused by the limitations resulting from such a disability; 3) a reasonable expectation that vocational rehabilitation services may render the individual fit to engage in a remunerative occupation.

7. "Eligibility for School District Services" requires State certification which designates a child as mentally retarded.

8. "Client" refers to students of the school district registered as clients of the Department of Vocational Rehabilitation.

III. Program of Services:

The services which are traditionally and legally the functions of the schools and vocational rehabilitation will not be violated in operation of this program. Rehabilitative services will be developed to meet the identified need of individual clients who are certified as mentally retarded. This total program will be jointly coordinated and supervised by the Department of Vocational Rehabilitation and the _____ County School District in keeping with policies, regulations, and procedures set forth in the State Plan of the Department of Vocational Rehabilitation, and regulations and policies of the State Department of Education. The program will make maximum use of available facilities and resources. The State Plan of the Department of Vocational Rehabilitation sets forth the provision which enables the Department to enter into cooperative agreements with school districts.

IV. Program Objectives:

General

1. To apply knowledge, new methods, and new techniques in a combined and coordinated program making maximum use of the resources of Vocational Rehabilitation, the public schools, and related community resources.

2. To extend the services of Vocational Rehabilitation to the mentally retarded clients participating in this program to the end that they may be employable.

3. To effect a comprehensive and coordinated unit of rehabilitative services through the joint efforts of the school district and the Department of Vocational Rehabilitation to serve certified mentally retarded and otherwise handicapped clients.

Specific

1. To give specific vocational rehabilitative services to eligible clients of secondary school age.

2. To continue the identification and evaluation of clients who are believed to be in need of such services.

3. To give comprehensive rehabilitation diagnosis and evaluation of employment potential.

4. To arrange for a program of work experience as a part of the client's total school experience.

5. To provide appropriate and supervisory job placement and follow-up services.

V. Facilities and Resources:

All resources of the Department of Vocational Rehabilitation and the School District will be utilized to the fullest extent. In addition, private and public agencies will be used as appropriate. Community resources will be developed to provide for maximum work experience activities.

VI. Budget:

The School District, in cooperation with the Department of Vocational Rehabilitation and the State Department of Education will certify the availability of funds for matching purposes under Section 2 of the Vocational Rehabilitation Administration Regulations in accordance with the Federal-State formula. The School District, in support of the budget for rehabilitative services, will prepare and submit its annual budget showing sources of funds, amounts available, purposes and amounts of proposed expenditures, and such other items as the Department of Vocational Rehabilitation may need for fiscal control and auditing.

VII. Records, Reports, and Reviews:

The School District and the Department of Vocational Rehabilitation will jointly maintain appropriate accounts and records for audit purposes, and make reports on progress as may be reasonably required. Program reviews will be made periodically for the purpose of ascertaining adequacy of service and to test operations against state program purposes. These reports may serve as bases for recommendation to extend, modify, and/or evaluation the program.

VIII. Operation:

The School District and the Department of Vocational Rehabilitation will establish a vocational rehabilitation unit for the administration of the operational program. This unit will:

1. Assign rehabilitation specialists who will perform the functions of this integrated rehabilitation program. Department of Vocational Rehabilitation personnel will meet the requirements regarding qualification as other employees under the State of Oregon Civil Service Commission. All employees of the Department of Vocational Rehabilitation in this rehabilitative program are under the supervision and direction of the Department of Vocational Rehabilitation. School District personnel will meet the requirements regarding qualifications as other employees under certification policies of the Oregon State Department of Education. Hiring and separation or termination of such personnel will be done by the school district. The School District will assign teachers of the mentally retarded for specific amounts of time to work exclusively with the state-certified retarded students of the unit. School personnel when engaged in rehabilitative activities will be under the supervision of the Department of Vocational Rehabilitation.

2

2. Approve the plan of operation, such approval to be based on a determination that the plan meets minimum standards as related to personnel, facilities, and program objectives.

3. Determine the nature and scope of services to be provided under the plan.

4. Determine eligibility of all clients receiving vocational rehabilitation services.

5. Approve all expenditures.

6. Approve all individual vocational rehabilitation plans.

7. Accept referral of those individuals who need and are eligible for vocational rehabilitation services over and above those provided by the school districts and to provide necessary services in accordance with the provisions of the State Plan for Vocational Rehabilitation.

8. Perform other duties and functions, such as administrative, technical, and consultive, as may be necessary to program operation and control.

IX. Administrative Control and Organization:

In the three-party agreement between the Department of Vocational Rehabilitation, the School District, and the State Department of Education, the administrative control of all Department of Vocational Rehabilitation services and personnel rests with the Department of Vocational Rehabilitation. The administrative control of all school district personnel and services rests with the School District. Education activities will be the responsibility of the School District. Rehabilitation activities will be the responsibility of the Department of Vocational Rehabilitation.

A coordinating committee will be established to function in the selection of personnel, and assist in the resolution of problems which may arise in the operation of the program. The committee will consist of the area representative of the Department of Vocational Rehabilitation who will chair the committee, the director of the Vocational Rehabilitation unit, the County Advisory Council for Special Education, and a representative of the Special Services Division of the State Department of Education. The State Department of Education will provide consultant services both to the Department of Vocational Rehabilitation and the School District in the development and operation of this program.

X. Agreement Terms:

This agreement may be terminated by either party upon ninety days' written notice. It may be revised or amended by mutual consent in

conformity with the regulations of the Department of Vocational Rehabilitation and the County Intermediate Education District.

Dated this _____ day of _____, 19__.

_____
Dwight E. Haugen, Director
Department of Vocational Rehabilitation
Salem, Oregon

_____
Dale P. Parnell, Superintendent
of Public Instruction

_____
Superintendent

_____
(School District or I.E.D.)

APPENDIX B

SAMPLE BUDGET (12 months)

State Originating Funds (School)

Teachers Salaries	
Teacher No. 1 @ ½ time	4,700
Teacher No. 2 @ ¼ time	1,900
Teacher No. 3 @ ½ time	3,800
Work Coordinator Salaries	
Coordinator No. 1 @ full time	8,600
Coordinator No. 2 @ full time	7,800
Employee Travel Allowance	
School District A	800
School District B	500
I.E.D.	100
Student Travel Allowance	
School District A	300
School District B	200
I.E.D.	1,200
Total State Originating	26,900

Federal Matching Funds (DVR)

Personal Services	
1 Senior Counselor	8,940
2 Counselors	15,000
1 Social Worker	6,900
1 Secretary 3	4,680
OPE @ 7%	2,486
	38,006
Service & Supplies	
Office Rental (500 Sq. Ft. @ $.30)	1,800
Communications	1,200
Office Supplies	750
Travel	2,400
Medical Consultant (156 Hrs. @ $15)	2,340
	8,490
Capital Outlay ($300 x 5 staff)	1,500
Case Services	32,704
Total Federal Matching	80,200

Dept. of Voc. Rehab.
R-97

APPENDIX C

INTENT LETTER

To: Department of Vocational Rehabilitation

From: (District Name) _____

(District No.) (County) _____

(Address) (Phone) _____

_____

Subject: Estimated Certifications of DVR Funds for Fiscal Year July 1, 19__ to June 30, 19__.

The School (District) expects to make expenditures for instructing the Educably Mentally Retarded during this school year as follows:

Name	Gross Salary Per Month	+	Total Salary Expense	=	Total Salary & Expense	x	Percent Of Time	=	Amount Certifiable Per Month	x	Number Of Months	=	Total Estimated Certification
_____	_____		_____		_____		_____		_____		_____		_____
_____	_____		_____		_____		_____		_____		_____		_____
_____	_____		_____		_____		_____		_____		_____		_____
_____	_____		_____		_____		_____		_____		_____		_____
_____	_____		_____		_____		_____		_____		_____		_____

Employee Travel $_____/mo. x No. Mos._____ = Total _____

Student Travel $_____/mo. x No. Mos._____ = Total _____

Signed: _____

Title: _____

APPENDIX D

STATE DEPARTMENT OF VOCATIONAL REHABILITATION
Form R-98
11/67

VOCATIONAL REHABILITATION EXPENDITURE REPORT

To: Department of Vocational Rehabilitation

Subject: CERTIFICATION OF VOCATIONAL REHABILITATION FUNDS

This certifies that _____ (name of school district) has made the following payments during the month of _____, 19____ from school district funds. Such funds are to be used as matching funds by the Oregon Department of Vocational Rehabilitation in accordance with the cooperative agreement between this school district and the Department.

A. Employes travel allowance for work experience supervision:

Total for month $_____

B. Student travel for community work experience:

Total for month _____

C. Employe Salaries:

Name	Gross Salary	Other Salary Expense	Total Salary Expense	Percent Of Time	(For Use by DVR)
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
					$_____

Signed: _____

Title: _____

APPENDIX E

OFFICE SUPPLY LIST

The following office supply items should be ordered when opening a new office. The amounts to be ordered will depend upon the size of the office.

Order No.	Description
7-105	Adhesive for property control tags
7-140	Glue, 1¼ oz. squeeze bottle
8-105	Rubber bands, #16 1-1 lb.
15-115	Blotters, 19" x 24"
16-105	Desk pad base, 19" x 24"
18-105	Dictionary, desk size, thumb indexed
20-105	Steno Gregg Ruled, spiral bound
21-110	Bookends, gray painted, heavy steel, cork base
24-125	Medium finish standard weight carbon paper 8½" x 11½"
28-105	Carbon Masters 8½" x 11", purple, short run (up to 100 cop.)
35-105	Cheesecloth, white, 36" wide, bookfold
36-120	"Bud" plastic putty w/rubber knobs
38-100	16" x 18" x 1" foam rubber chair pads w/ cloth & fiber cover
39-105	Paper clips, No. 1
43-105	Envelopes, catalog manila 6½" x 9½", 28 lb.
43-120	Envelopes, catalog manila 11½" x 14½", 28 lb.
53-120	Typewriter erasers w/brush on end
55-105	1" capacity prong fasteners
59-105	Clipboards, letter size, masonite, 2/spring clip
64-115	Manila file folders, 1/3 cut, assorted tabs
67-160	Route slips, 124-SF-3
67-200	Field Purchase Order Forms 124-PD-7
67-255	Travel Expense Detail Sheets 124-G-101
67-261	Interoffice memo sheets 8½" x 11" 124-SF-6
67-262	Interoffice memo sheets 5½" x 8½" 124-SF-7
67-265	"While You Were Out" pads 124-SF-1
68-105	Copy holders, steno., w/line finder
71-145	Index strips, gray cloth, 3/8" x 6"
71-150	Bates Model A telephone index
72-115	Stamp pad ink, black
73-115	File Folder Labels - Blue
73-117	" " " - Canary
73-118	" " " - Cherry
73-120	" " " - Green
73-122	" " " - Salmon
73-123	" " " - White
80-105	Letter opener, metal, 9"
82-115	Calendar base #17
82-135	Calendar pad #17 3 3/4" x 6"
84-125	Canary wide ruled pads, 8½" x 11"
85-105	Stamp pad, black, No. 1, 2 3/4" x 4 1/2"

87-120	No. 1 Bond, white, 20 lb.
82-440	White onionskin, 8½" x 11" - 9 lb.
89-135	Colored pencils, red, Type A, water resistant
89-185	General writing pencils, #2
90-110	Staff only w/spring
90-120	Ballpoint base only
90-135	Refills, black medium
90-145	Refills, blue medium
90-195	Ballpoint pens, black, fine point
90-220	Ballpoint pends, red, fine point
98-110	Pencil sharpener - Giant
100-120	Staples #77 (for Swingline #77 Stapler)
100-136	Staple remover, pincer type
102-105	Adding machine tape - 2½" white
102-130	Cellulose tape w/dispenser ½" x 100"
105-105	Glass 5" ash trays
	Typewriter Ribbons
	Dictating machine log pads
	Tape w/dispenser - yellow
	" " " - blue
	" " " - red
	Scratch pads 3" x 5"
	Stamps
	#10 envelopes
	#10 envelopes - window
	#6 3/4 envelopes
	Letterhead stationery
	Address labels
	Purchase order requests
	Date Stamp
	Postage Scale
	Briefcases
	Paper Punch
	Wastebaskets
	Rulers
	Scissors
	Staplers
	Desk Calendars

FORMS

R-1a	
R-2	Application
R-3	General Medical
R-3c	Eye Examination
R-5	Pink/Yellow (50 sets/pad)
R-6a	4 pink/Yellow (50 sets/pad)
R-6a	Snap-out (W/2B/P/Y/)
R-6a	General Medical
R-7	Social Security
R-8	(50 sets/pad)

R-8a	Current Address Form
R-11	
R-12	
R-13	
R-16	
R-17	
R-19	
R-20	50 sets/pad
R-21	WCB Quarterly Report
R-22	Release of Information
R-113	Medical Jackets
R-114	Employment Questionnaire
R-116	Referral to Federal Agency of MR Applicant
R-117	Closure Information Memo on Welfare cases
R-118	Bidding Form
R-119	Monthly Letter from Trainee
R-120	Change Report
R-139	Receipt for Tools & Equipment
R-141	
R-300	Appointment Notices
FL 105	Bids
FL 109	DVR Brochure
	Approval of Reimbursement for Meals
	Orders for Bus Tickets
	Out-of-State Travel Requests
	Request for Leave
	Weekly Itinerary

PUBLICATIONS

Standard Handbook for Secretaries
DVR Medical Manual
DVR Policy Manual
Medical Dictionary
Merck Manual
Dictionary of Occupational Titles, Volume I & II
Standard Industrial Classification Manual

TEST SUPPLIES

Wechsler Adult Intelligence Scale
- Testing Kit
- Record Forms
- Stop Watch

Picture Interest Inventory
- Test Booklets
- Manual
- Answer Sheets

Otis Quick Scoring I.Q.
- Manual
- Test Booklets

APPENDIX E (Cont.)

Strong Vocational Interest Blank
- Test Booklets - Men (Machine)
- Test Booklets - Women (Machine)
- Answer Sheets - Men (Machine Scored)
- Answer Sheets - Women (Machine Scored)
- Scoring Coupons

Bennett BB Mechanical Comprehension
- Manuals
- Test Booklets
- Answer Sheets
- Scoring Keys

APPENDIX F

MILEAGE REPORT FORM

OFFICE _____ MONTH _____ YEAR _____

Total State Car Mileage:

	(License No.)	(Miles)
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____

Private Car Mileage:

	(Counselor)	(Miles)
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____
(7)	_____	_____
(8)	_____	_____
(9)	_____	_____
(10)	_____	_____

Remarks: (If State car is used less than 800 miles, give extenuating reasons.)

APPENDIX G

Employer's record for S.I.A.C. coverage required by ORS 655-435

The following person is employed as a trainee

by (name of firm) _____

(address) _____

in cooperation with _____ School District No. _____.

Special Education Classes.

Name: _____

Address: _____

Date Employed: _____

Date Terminated: _____

Job Description and Hours: _____

_____

_____

_____

_____

APPENDIX H

(Sample of Orientation Material for Employers and Parents)

THE WORK EXPERIENCE PROGRAM
Eugene School District No. 4
in cooperation with
The Department of Vocational Rehabilitation

The above named agencies are cooperating in a demonstration project for special class students in the secondary school program. The broad scope of this program is to provide a practical work experience for these students to help them learn the social and work skills needed to become partially or completely self-supporting on completion of their school program.

The school curriculum is being structured around a central core of work experience. The classroom program for the students will supplement their experience.

It is felt that a statement of policies for this program is necessary to define the responsibility of the student, school, and employer.

Definitions:

A. Employer - Owner or manager of a business with which a student is placed for training.
B. Employee - Student placed on the job for training.

Areas of Responsibility:

A. General
1. No remuneration (other than school credit) is to be given for work experience, either in or out of school. Remuneration is construed to mean payment with anything of value for work done, as money, lunch, transportation, goods, or services, etc.

2. Work experience assignments must conform to the regulations of the Oregon Bureau of Labor.

3. In cases of doubt about whether or not a job meets the requirements of the O.B.L., inquiry shall be made to the office in Salem for final decision. The Handbook for Teen Wage Earners, O.B.L. shall serve as a general guide.

4. A student shall be assigned to a training placement for nine weeks. This is not an inflexible rule. If a student cannot profit by an experience he should be removed. If a situation is such that a student can continue to learn and grow on the job we reserve the privilege of leaving him on the job for as long as it is valuable.

5. The employer or his designated supervisor will be expected to help evaluate the student so that adjustments can be made in the schools curriculum to help the student.

6. On the job training is school for the student. All the rules of good conduct, courtesy and cooperation which are expected of the student in

the classroom are expected on the job. It is a generally accepted idea that students behavior on the job is comparable to his behavior in school. Since the job is in this sense a classroom it is expected that it shall be treated as such and made a learning experience. The school has no thought of providing a free worker to the employer. In fact, it is known that in some cases the trainee may be of more bother than benefit. This is why the school feels that this type of training is so valuable to the student. It gives him an opportunity to behave in the world he must make a place in.

7. The school shall provide supervision for the student. The Vocational Rehabilitation Counselor with help from the teachers shall make periodic visits to the training job to provide any service possible to the student trainee and employer.

B. Student

1. Students shall not use private transportation for getting from school to the job. Transportation from the job to the home at the conclusion of the work training period will be arranged by the school. In the event that the student wishes to be released from school at the conclusion of the training period he shall have the written permission of parents to do so.

2. When possible every consideration will be given to finding a final training placement which can become a first job. (If student completes the school program.)

3. Services will be extended to help the student find a job on graduation if the final placement does not become his first job. (If student completes the school program.)

4. The services of the Vocational Rehabilitation Counselor will be available to student trainees and employers during the summer if requested by employers or students.

C. Employer

1. The employer must be willing to provide adequate supervision. It is absolutely essential that the employer view the employee as a trainee who may require more than a normal amount of understanding and guidance. If it is not possible to provide this supervision the student should not be placed on the job.

2. If a student is unsatisfactory to an employer, it is up to the employer to discharge the student, <u>AFTER</u> consultation with the Vocational Rehabilitation Counselor.

3. If the employer wishes to hire the student after the period of training is over on a part time basis or on weekends he is free

THE WORK EXPERIENCE PROGRAM (cont.)

to do so. In the event this is done the agreement is up to the employer and the employee and is not a part of the school work experience program. SIAC coverage, etc., is up to the individuals involved and subject to appropriate regulations.

The cooperation of employers involved in this program is deeply appreciated. Without their unselfish contribution of time and facilities this program would be impossible. If there are questions you would like to raise concerning these rules or any other portion of the program, please call.

Willa M. Davis, Vocational Counselor
John Schreiber, Jr. Vocational Counselor

*Policy is subject to revision as needed.

October 1966

APPENDIX I

Re: Regulations of the State Wage and Hour Commission as they apply to work experience programs for mentally retarded pupils.

1. Work Permits. The Wage and Hour Commission has waived the requirement for work permits for mentally retarded pupils participating in work experience programs administered by school authorities.

Waiver of the work permit is made with the understanding that:

(a) Mentally retarded pupils are to be given school credit, but no remuneration, for completion of work experience assignments.

(b) Work assignments are for not longer than three hours per day and are operative only on school days.

2. Hazardous Work Prohibited. Work declared hazardous for minors by the Federal Fair Labor Standards Act (involving work in establishments engaged in interstate commerce) or declared hazardous for minors by State Wage and Hour Commission (involving establishments not engaged in interstate commerce) shall n t be permitted for minors as part of a school-sponsored work experience program for mentally retarded pupils. Types of work declared hazardous are listed in the "TEEN WAGE EARNER'S HANDBOOK" available from the Bureau of Labor, Salem or Portland.

3. Either the mentally retarded pupil must be classed as a school-sponsored work experience trainee and receive no compensation; or he must be paid the established minimum wage as part of normal employer-employe relationship, and a permit must be obtained for his employment.

OREGON BUREAU OF LABOR
Wage and Hour Division
115 Labor and Industries Bldg., Salem,
or 408 State Office Bldg., Portland

September 23, 1965

APPENDIX J

STATE AND FEDERAL REGULATIONS FOR TRAINEE PROGRAMS IN PUBLIC SCHOOLS

1. U.S. Department of Labor, Wage & Hour & Public Contracts Divisions.

"Whether trainees or students are employees of an employer under the Fair Labor Standards Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all six of the following criteria apply, the trainees or students are not employees within the meaning of the Fair Labor Standards Act:

(1) The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and,

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training."

APPENDIX K

CHAPTER 374

AN ACT

Relating to benefits for injured trainees.

Be it Enacted by the People of the State of Oregon:

Section 2. (1) All persons participating as trainees in a work experience program of a school district in which such persons are enrolled are considered as workmen of the district subject to ORS 656.001 to 656.794 for purposes of this section.

(2) A school district conducting a work experience program shall submit a written statement to the Department that includes a description of the work to be performed by such persons.

(3) Upon receiving the written statement the Department may fix assumed wage rates for the persons enrolled in the work experience program, without regard to ORS Chapter 652 or 653, or Chapter 596, Oregon Laws 1967 (Enrolled House Bill 1340), which may be used only for purposes of computations under ORS 656.001 to 656.792.

(4) The school district shall furnish the Department with a list of the names of those enrolled in its work experience program and shall notify the Department of any changes therein. Only those persons whose names appear on such list prior to their personal injury by accident or entitled to the benefits of ORS 656.001 to 656.794 and they are entitled to such benefits if injured as provided in ORS 656.156 and 656.202 while performing any d ties arising out of and in the course of their participation in the work experience program, provided the duties being performed are among those:

(a) Described on the application of the school district; and

(b) required of similar full-time paid employees.

(5) The filing of claims for benefits under this section is the exclusive remedy of a trainee or his beneficiary for injuries compensable under ORS 656.001 to 656.794 against the state, its political subdivisions, the school district board, its members, officers, and employees, or any employer, regardless of negligence.

(6) The provisions of this section shall be inapplicable to any trainee who has earned wages for such employment.

Approved by the Governor June 12, 1967.
Filed in the Office of Secretary of State June 12, 1967.

APPENDIX L

LABOR AND INDUSTRIAL RELATIONS

BENEFITS FOR MENTALLY RETARDED MINOR INJURED IN SPECIAL EDUCATIONAL TRAINING PROGRAM

655.405 Definitions for ORS 655.405 to 655.460. As used in ORS 655.405 to 655.460:

(1) "Beneficiary" means a parent, guardian or other person who has paid expenses of a minor which are compensable under the provisions of ORS 655.405 to 655.460.

(2) "Department" means the State Compensation Department.

(3) "Employer" means any person who provides on-the-job training for trainees in cooperation with a school district even though no wages or salary is paid to the trainee.

(4) "Employment" means work experience through nonreumerative, on-the-job training as a part of a special education program of the school district occurring on the premises of school buildings of the district or at such other places as the school district and the employer may agree.

(5) "Injury" means any personal injury sustained by a trainee by accident, disease or infection arising out of and in the course of his employment, or death resulting proximately therefrom.

(6) "Trainee" means a mentally retarded minor who is participating in a special educational training program of the school district in which the minor is enrolled, and who shall be considered sui juris for the purposes of ORS 655.405 to 655.460.

655.410 Trainees to receive benefits for injuries in employment; exclusive remedy.

(1) Every trainee shall receive benefits as provided in ORS 655.405 to 655.460 for injury sustained in his employment:

(a) Where the injury is proximately caused by or received in the course of his employment, with or without negligence of the trainee.

(b) Where injury is not intentionally self-inflicted.

(2) The filing of claims for benefits under ORS 655.405 to 655.460 is the exclusive remedy of a trainee or his beneficiary for injuries compensable under ORS 655.405 to 655.460 gainst the state, its political subdivisions, the school district board, its members, officers and employees, or any employer, regardless of negligence.

655.415 Payment of benefits. If a trainee sustains an injury, benefits shall be paid in the same manner as provided for injured workmen under the workmen's compensation laws of this state, except that:

(1) If the injury results in a temporary partial disability, no benefits shall accrue to the trainee on account of loss of wages due to such disability.

(2) Costs of rehabilitation services to disabled trainees shall be paid out of the Special Injury Fund established under ORS 655.445 in an amount approved by the department which shall be the reasonable and necessary cost of such services, including services of a physician or rehabilitation facility specially qualified to render rehabilitation services. Expenses of rehabilitation may include travel, board and room, when necessary.

(3) The maximum amount payable for medical, surgical, or hospital expenses, compensation and rehabilitation on any one claim shall not exceed $7,500.

655.420 Filing claim for benefits; limitations.

(1) Claims for benefits under ORS 655.405 to 655.460 shall be filed by application with the State Compensation Department in the manner provided for workmen's claims in ORS 656.001 to 656.704 to the extent not inconsistent with ORS 655.405 to 655.460. The department may, before granting the claim, require further information for determination of eligibility under ORS 655.405 to 655.460.

(2) The rights to benefits under ORS 655.405 to 655.460 shall be barred unless written claim is filed with the department within 90 days after the injury, or if death results therefrom, within 90 days after death. However, if death occurs more than one year after the injury, the right shall be barred unless prior written claim based on the injury has been timely filed. The requirements of this subsection may be waived by the department on the ground that, for good and sufficient reason, the claim could not be filed on time.

655.425 Judicial review of department's action. If the trainee or his beneficiary is dissatisfied with the final decision of the department, he may appeal any question of law or fact to the circuit court of the county where the injury occurred within 30 days from the date of mailing of such decision by the department.

655.430 Benefits not assignable; exemption. No benefits payable under ORS 655.405 to 655.460 are subject to assignment prior to their receipt by the person entitled thereto, nor shall they pass by operation of law. These benefits and the right to receive them are also exempt from seizure on execution, attachment or garnishment, or by the process of any court.

655.435 Employers to keep records; evidentiary effect.

(1) Every employer of a trainee shall maintain a record of the name and address of the trainee and a description of the work performed by such trainee.

(2) Records shall be open for inspection during the usual business hours by members of the department or its authorized employees. The employer shall furnish the department on request such information in the records as is required for the administration of ORS 655.405 to 655.460.

(3) The information contained in such record shall be prima facie evidence of information on which the department may rely in paying claims of trainees under ORS 655.405 to 655.460.

655.440 Agreement for administration of program; reimbursement of department. (1) The Department of Education and the State Compensation Department shall enter into an agreement requiring the State Compensation Department, as adjusting agent, to adjust and process claims and benefits payable to trainees and their beneficiaries. The agreement shall authorize the State Compensation Department to make all expenditures necessary under ORS 655.405 to 655.460.

(2) The State Compensation Department shall be reimbursed for expenses of services rendered in the administration of ORS 655.405 to 655.460, but such expenses shall not exceed 13 percent of the total receipts under ORS 655.405 to 655.460.

655.445 Special Injury Fund; federal contributions.

(1) There is created a Special Injury Fund, to be held by the State Treasurer and by him deposited in such banks as are authorized to receive deposits of the General Fund. All moneys received by the department pursuant to ORS 655.405 to 655.460 from the state or from the Federal Government shall be forthwith paid to the State Treasurer and shall become part of the Special Injury Fund. All payments of benefits under ORS 655.405 to 655.460 shall be made from the fund. Notwithstanding ORS 291.238, the moneys deposited in the fund are continuously appropriated for the purpose of paying benefits and administrative expenses of the department. All moneys in the Special Injury Fund may be invested as provided in ORS 293.701 to 293.776, and the earnings from such investment shall be credited to the Special Injury Fund.

(2) Funds credited to the Special Injury Fund for the purposes of ORS 655.405 to 655.460 may be used to effect insurance or reinsurance with any authority or instrumentality, public or private, or otherwise to distribute the liability for compensation payable to persons entitled to recover under ORS 655.405 to 655.460.

(3) The department may also accept and deposit to the credit of the Special Injury Fund contributions for premiums or compensation of persons entitled to recover under ORS 655.405 to 655.460 from the Federal Government or any of its agencies.

655.450 Liability for benefits contingent on reserves in fund; precedence of expenses; priority among claimants. Liability of the department or the Special Injury Fund for the payment of benefits under ORS 655.405 to 655.460 is contingent upon and limited by the availability of reserves in the fund. In the event that the reserves in the fund are not sufficient to meet the benefit payments and administration cost for a given period, the expenses of the department shall have precedence over all other claims. Thereafter, priority among claimants is determined according to the time of filing of the claim.

655.460 Assessment of Special Injury Fund. The Workmen's Compensation Board may from time to time assess the Special Injury Fund for the reasonable cost of services provided by the board under ORS 655.405 to 655.460.